

Lesson

11



Vocabulary in Context

1

embark

In the 1770s, it took courage to **embark**, or set sail, on an ocean voyage.



2

surveyed

These soldiers **surveyed** the harbor, scanning for signs of the enemy navy.



LANGUAGE DETECTIVE

Talk About the Writer's Words

Verbs are words that name actions. Work with a partner. Find the Vocabulary words that are verbs. What are your clues? Write the verbs in new sentences.

3

conduct

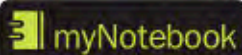
The captain made sure that all jobs were done. He was responsible for the ship's **conduct**.



4

cramped

In storms, travelers were thrown about in their **cramped**, crowded quarters.



Add new words to **myWordList**. Use them in your speaking and writing.

- ▶ Study each **Context Card**.
- ▶ Use a dictionary or a glossary to verify the meanings of the Vocabulary words.

5 **bracing**

These sailors got used to **bracing**, or securing, themselves when storms struck.



6 **pressing**

Sailing vessels served a **pressing** need when they delivered urgently needed trade goods.



7 **distracted**

The sunset **distracted** this sailor. She stopped working to look at the clouds.



8 **representatives**

Ben Franklin and other **representatives** of the U.S. sailed to France on diplomatic missions.



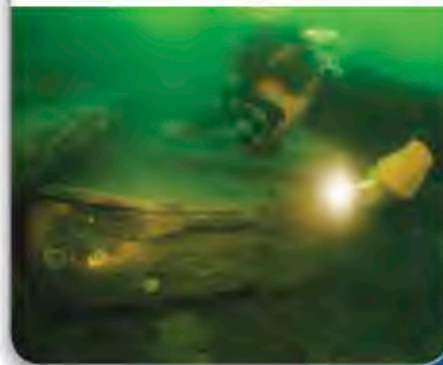
9 **viewpoint**

From the **viewpoint** of the British, their navy was best. U.S. sailors had another opinion.



10 **shattered**

Divers still find the **shattered** remains of vessels that broke up and sank long ago.

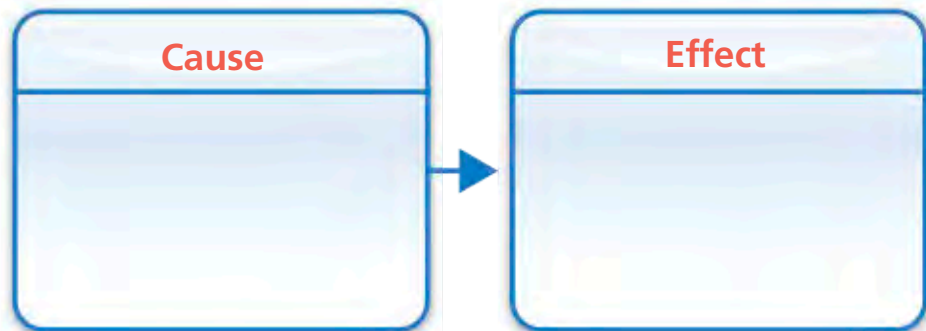




Read and Comprehend

✓ TARGET SKILL

Cause and Effect Many texts are made up of a series of **causes** and **effects** that create the story's overall structure. As you read "Dangerous Crossing," look for one or more events that make something else happen. Record these causes and their effects in a graphic organizer like this one.



✓ TARGET STRATEGY

Visualize Use text evidence to **visualize**, or create a mental picture of, each event as it happens. Visualizing will help you to understand how events in the text are related.

PREVIEW THE TOPIC

Early American Government

After winning the Revolutionary War in 1783, the colonists had to form their new government. They had to write a constitution that gave individual states the right amount of power—neither too much nor too little. They also had to make sure the rights of citizens were protected.

John Adams played an important role in creating the Constitution. It established a strong central government while ensuring states' rights and protecting individual citizens. He then served as the first vice president and the second president of the new nation. However, as you will learn from "Dangerous Crossing," his work began long before the Revolutionary War ended. Without his efforts, the war might have had a different outcome.

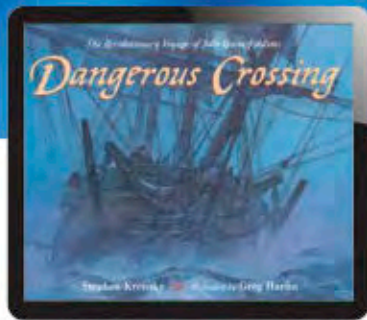
Think | Write | Pair | Share

Think about what it would take to create a brand-new country. What kind of laws would be needed? Who would write them? Write your ideas in a paragraph. Then share your paragraph with a partner. Discuss how your ideas are alike and different.



Lesson 11

ANCHOR TEXT



✓ GENRE

Historical fiction is a fictional story set in the past. It contains characters, places, and events that actually existed or happened, or that could have existed or happened. As you read, look for:

- ▶ a setting that was a real time and place in the past
- ▶ actual historical figures
- ▶ details that show the story took place in the past

MEET THE AUTHOR

Stephen Krensky



Stephen Krensky writes fiction, nonfiction, picture books, and novels. He writes different kinds of books because “I just happen to have a lot of different-sized ideas,” he says. “Being able to try

so many different kinds of books has helped me stay enthusiastic about every book I write.”

MEET THE ILLUSTRATOR

Greg Harlin



Greg Harlin uses watercolors to create believable historical and scientific paintings. His art has appeared in many magazines, including *National Geographic* and *Kids*

Discover. He lives with his daughter and two cats, one black and one white.

THE REVOLUTIONARY VOYAGE OF JOHN QUINCY ADAMS

Dangerous Crossing

by STEPHEN KRENSKY

illustrated by GREG HARLIN

ESSENTIAL QUESTION

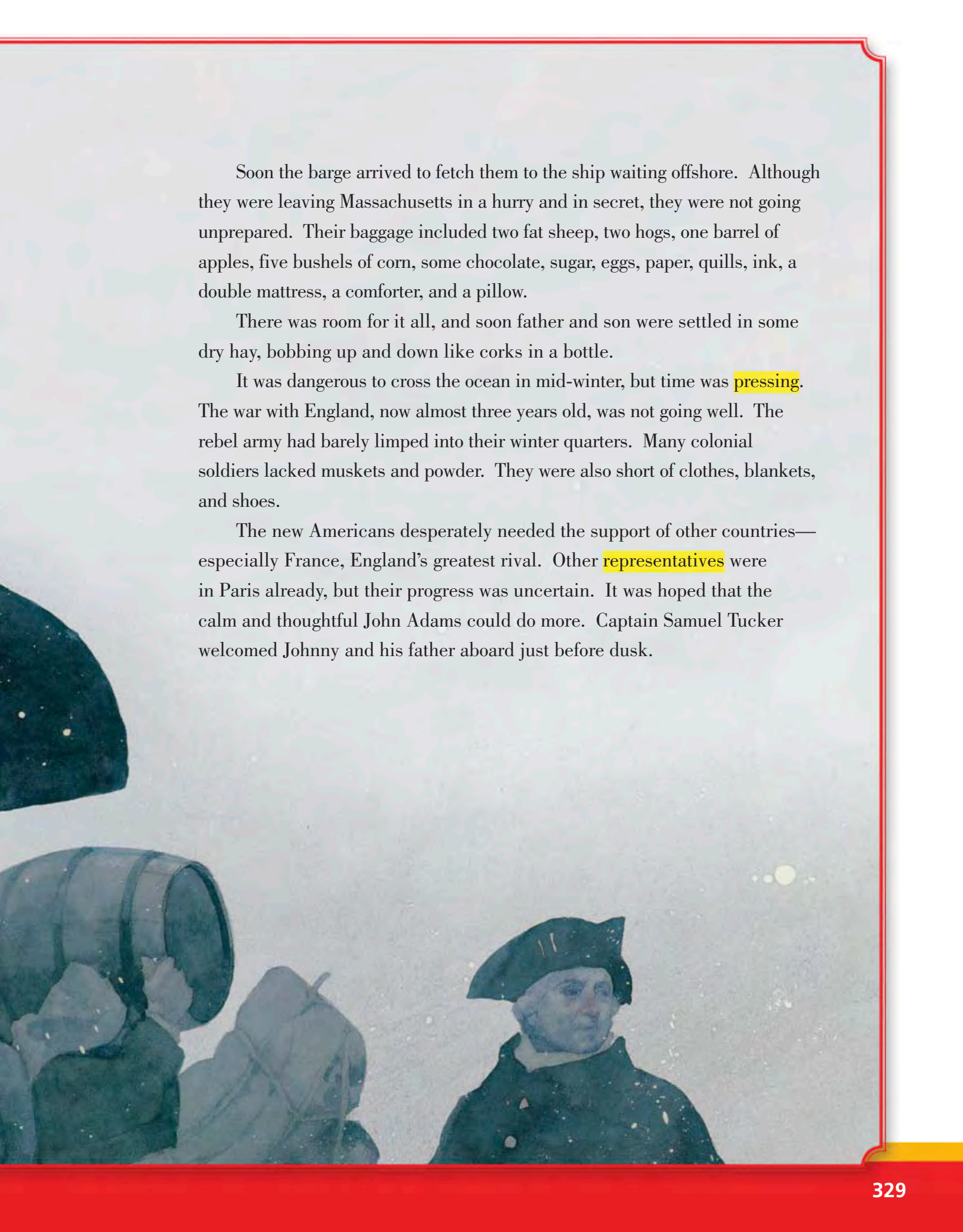
What can individuals do to help shape a new government?

Young Johnny Adams could hardly believe his good fortune. On a cold February day in 1778, he stood at the ocean's edge, a few miles from home. The wind blew fiercely around him, and the blustering snow stung his cheeks like nettles.

But Johnny didn't mind. Ten years old, he had never been farther than a day's ride from home. Yet here he was, about to sail to France with his father. What did stinging cheeks matter compared to that? He could still hear the words that an elderly cousin had declared in warning.

"Mr. Adams, you are going to **embark** under very threatening signs. The heavens frown, the clouds roll, the hollow winds howl, the waves of the sea roar upon the beach." Johnny could not have been more pleased.





Soon the barge arrived to fetch them to the ship waiting offshore. Although they were leaving Massachusetts in a hurry and in secret, they were not going unprepared. Their baggage included two fat sheep, two hogs, one barrel of apples, five bushels of corn, some chocolate, sugar, eggs, paper, quills, ink, a double mattress, a comforter, and a pillow.

There was room for it all, and soon father and son were settled in some dry hay, bobbing up and down like corks in a bottle.

It was dangerous to cross the ocean in mid-winter, but time was **pressing**. The war with England, now almost three years old, was not going well. The rebel army had barely limped into their winter quarters. Many colonial soldiers lacked muskets and powder. They were also short of clothes, blankets, and shoes.

The new Americans desperately needed the support of other countries—especially France, England’s greatest rival. Other **representatives** were in Paris already, but their progress was uncertain. It was hoped that the calm and thoughtful John Adams could do more. Captain Samuel Tucker welcomed Johnny and his father aboard just before dusk.

Captain Tucker's new twenty-four gun frigate (*FRIHG uht*), the *Boston*, had a deck more than a hundred feet long. Three towering masts stood guard overhead, clothed in endless furls of sail.

Down below, the view was less grand. The passageways were cramped, and everywhere was a terrible smell—of sea and sailors mingled together. Johnny and his father found their tiny cabin clean, at least, and with their blankets and pillows, it felt a little like home.



Once the *Boston* put out to sea, Johnny noticed a change. The waves looked bigger. They felt bigger, too. A strange feeling swept over him. His head was spinning, and his stomach as well. He soon took to his bed, glad that his groans were lost amid the creaking masts and the howling wind.

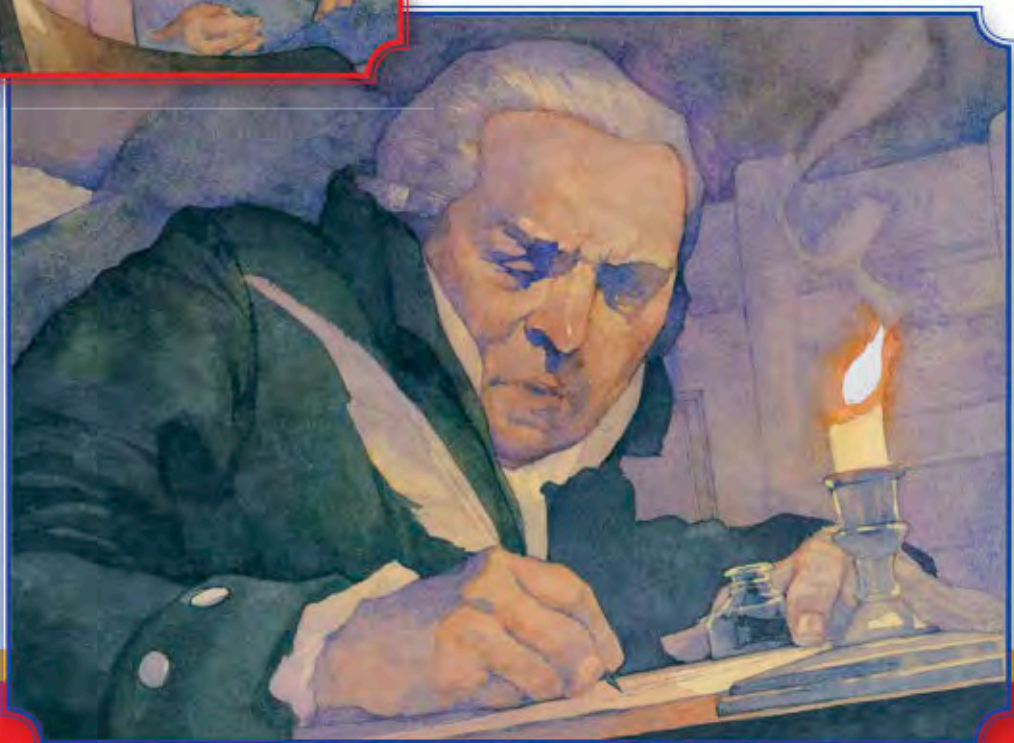
Though John Adams also felt ill, he **distracted** himself by writing in his diary. “*Seasickness,*” he wrote, “*seems to be the Effect of Agitation. . . . The smoke of Seacoal, the Smell of stagnant putrid Water, the odour of the Ship where the Sailors sleep, or any other offensive Odor*” would not trigger it alone.

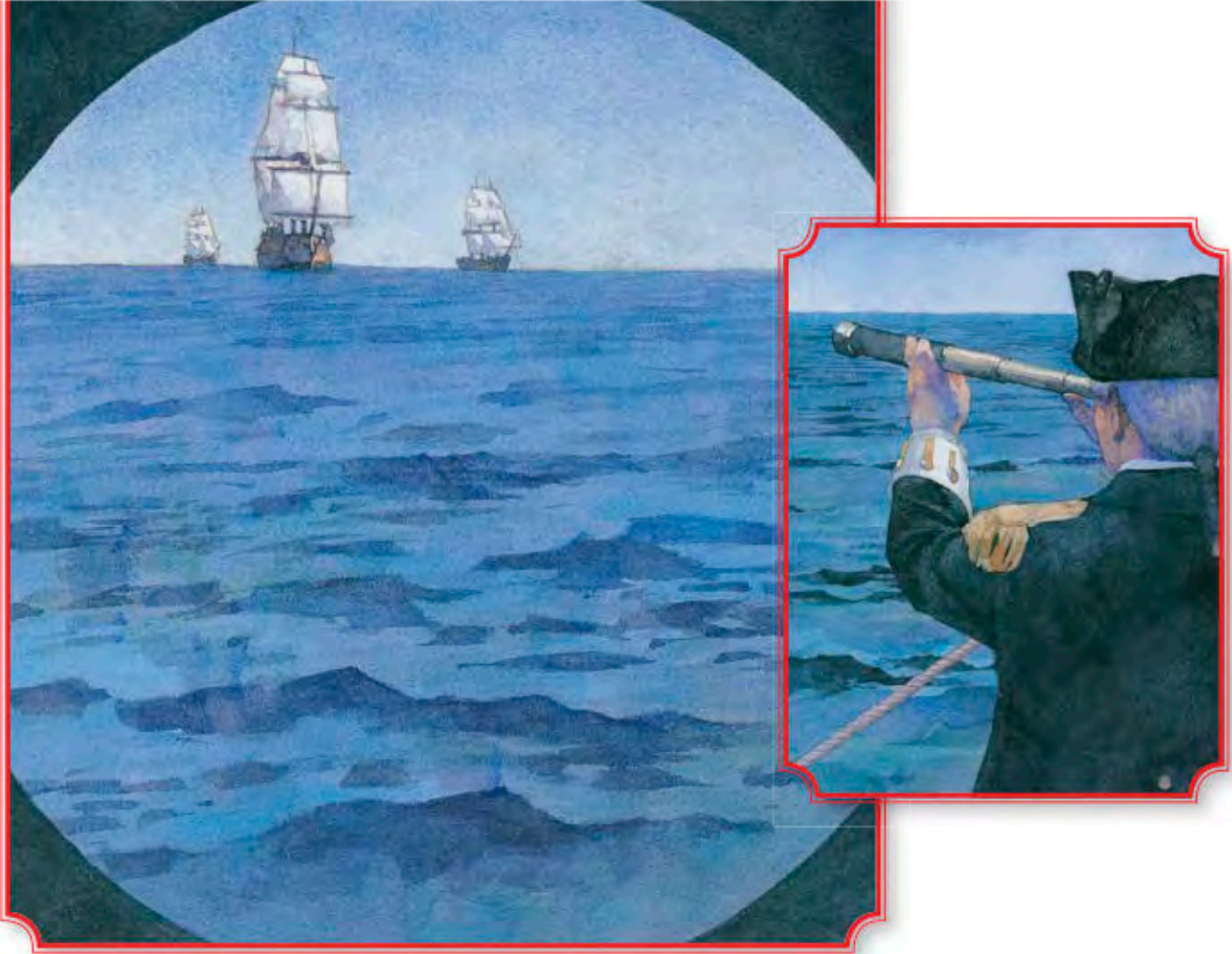
No doubt this was good to know, but it did not make Johnny feel any better. The next day, a calmer sea improved everyone’s mood. Johnny and his father returned to the deck, glad for a breath of fresh air.

“A ship on the weather quarter!” shouted the lookout.

ANALYZE THE TEXT

Primary Sources John Adams’s diary is called a *primary source* because it is a firsthand account of life during a time in history. Why do you think the author includes quotes from the diary in this story?





Captain Tucker turned his glass upon the distant speck. Actually, there were three ships, and British frigates by the look of them. He was not pleased with the three-to-one odds.

But his officers protested. “We will not run from an enemy before we see him,” they said. “We will not fly from danger before we know we are in it.”

Besides, they were thinking, what if these were merchant ships loaded with valuable goods?

Bowing to their enthusiasm, the captain ordered the *Boston* closer.

It was soon clear, though, that his fears were well founded. These were frigates, indeed. And from their **viewpoint**, the odds were just right.

All three now gave chase. Two quickly fell behind, but the third kept pace. For two more days, it followed them. The sailors on watch said the frigate was closing the gap, but Johnny could not tell. His eyes were not as sharp as theirs.

“Our Powder and balls were placed by the Guns,” his father noted in his diary, *“and every thing ready to begin the Action.”*

Almost three years earlier, Johnny and his mother had stood on high ground, watching the Battle of Bunker Hill eight miles away. But that had been almost make-believe, little more than flashes of light and distant cries.

Here, he would be right in the thick of things. Cannons would fire and swords flash. One of the ships would be boarded. The two crews would grapple with knives and pistols and anything else that came to hand.

An officer interrupted Johnny’s thoughts. He and his father should take shelter below. As if the frigate wasn’t trouble enough, a storm was coming.

ANALYZE THE TEXT

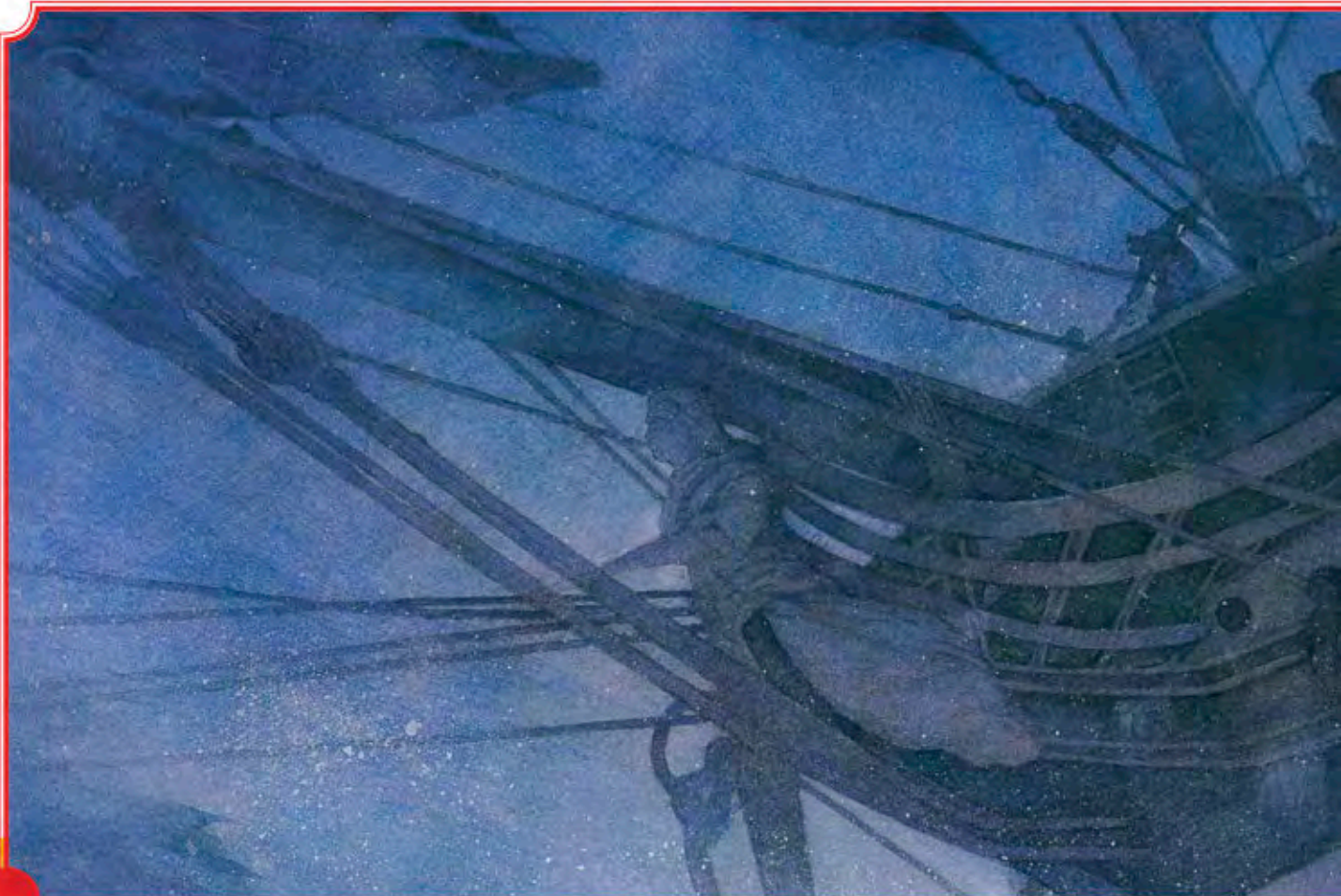
Visual Elements Review the illustrations on pages 327–333. In what ways do these illustrations add meaning to the story and communicate the tone?



They went straight to their cabin. Soon the ship began to pitch, rocking violently back and forth. They could not sit or stand without being knocked about. “It was with the utmost difficulty,” John Adams remembered, “that my little son and I could hold ourselves in bed with both our hands, and **bracing** ourselves against the boards, planks, and timbers with our feet.”

Suddenly, there was a flash of light. *C-R-R-AAACK!* The ship shuddered from the blow. Johnny and his father shared a worried glance. Was that cannon fire? Had the British frigate overtaken them? Would the firing continue until they surrendered? Or would the *Boston* fight until it sank beneath the waves?

In truth, there were no cannons at work. “The ship has been struck by lightning!” an officer told them. The main mast was **shattered**, and four crew members were hurt.



For three more days and nights, the storm continued. Chests and casks were tossed about like straw, and no one could stay dry or walk steadily on deck. “The Wind blowing against the current . . . produced a tumbling Sea,” Adams observed. “Vast mountains of water breaking on the ship threatened to bury us all at once in the deep.”

Through it all, Johnny was proud that his father stayed calm. He was a practical man, and there was nothing to gain by making a fuss.

Finally, the skies cleared. But the pale sunlight fell on a broken ship. Sails were ripped, masts splintered. Even worse, the *Boston* had been blown hundreds of miles off course. As the captain surveyed the damage, he had only one bit of good news.

At least the British frigate was gone.

As the sailors began making repairs, Johnny took some French lessons from the ship’s doctor and learned the names of the sails. “I am most satisfied with myself,” Johnny had once told his father, “when I have applied part of my time to some useful employment.”



ANALYZE THE TEXT

Cause and Effect What caused Johnny to think the crack he heard was cannon fire? What really caused the crack?



One day a sailor pulled up a Portuguese man-of-war in a bucket. Johnny looked on in wonder. Was this truly a fish from the sea? “Careful,” the sailor warned him. One touch of its twisted cords would sting like a hundred bees.

Johnny’s father and the captain often spoke together of their mission and the **conduct** of the ship. Even from a distance, Johnny recognized his father’s impatience. He spoke of a ship at sea “as a kind of prison.” He was especially tired of the view. “We see nothing but Sky, Clouds, and Sea,” he noted. “And then Seas, Clouds, and Sky.”

After four weeks at sea, the *Boston* spotted another ship—a British merchantman loaded with precious goods. This was a prize worth catching. The passengers were ordered below as the *Boston* let out its sails.

But while Johnny and the rest stayed put, John Adams returned to the deck. He heard a loud boom—and then a cannonball shot over his head. The other ship had fired on them! Captain Tucker ordered the *Boston* brought about so that the merchantman could see the strength of her guns. Would the enemy captain, Adams wondered, choose to sink or surrender?

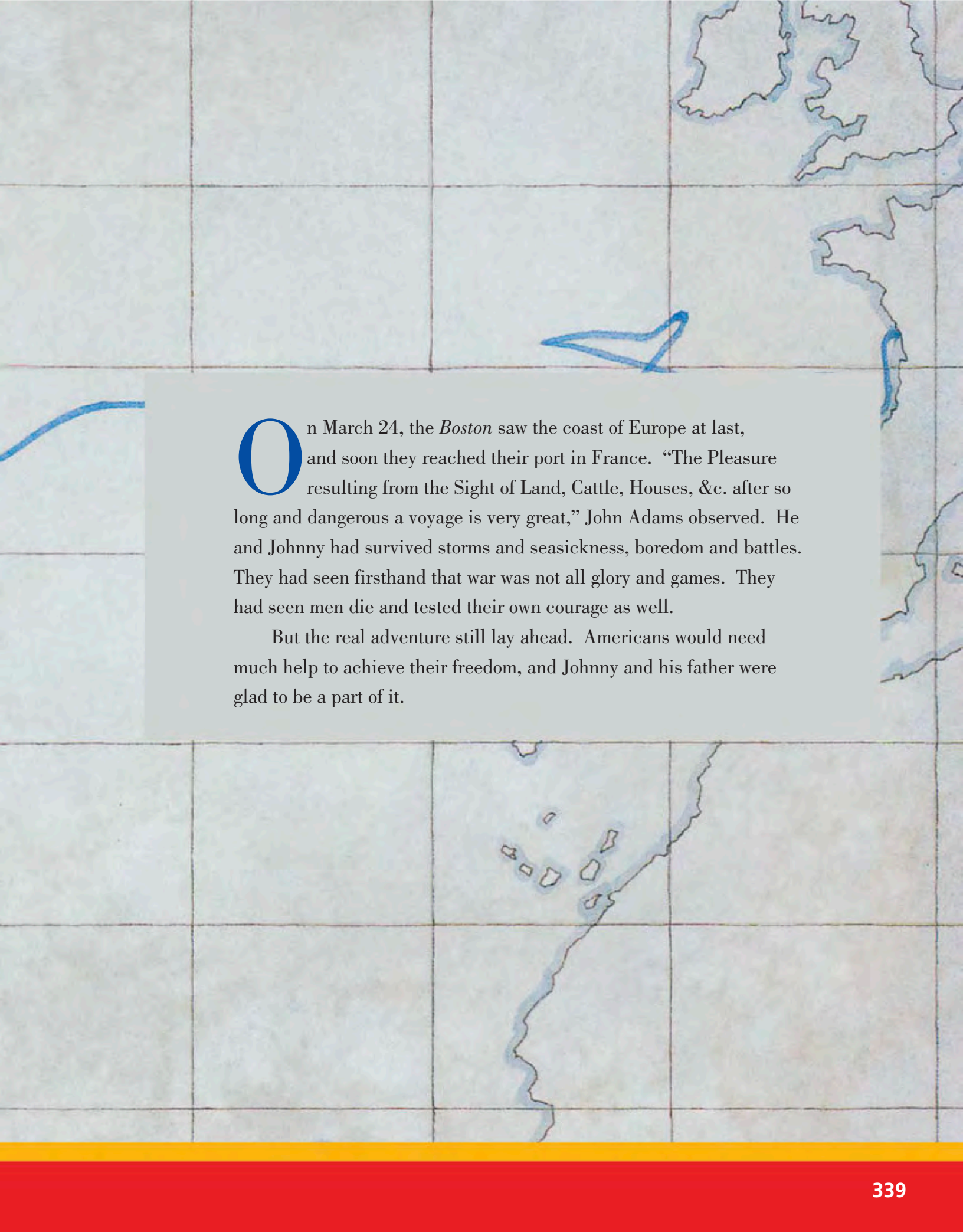
The surrender came quickly. The crew of the merchantman were taken prisoner, and their ship remanned with some of the *Boston*’s sailors. But even in victory, Captain Tucker was angry at Johnny’s father for risking his life by returning to the deck.

“My dear sir, how came you here?” he asked. Had Adams forgotten his mission? Wasn’t his safe arrival in France of the greatest importance to the Revolution?

John Adams stood his ground. “I ought to do my fair share of fighting,” he explained simply. Johnny was not surprised. Until now, his father had been defending his country with ideas and words. But he would not shrink from any conflict if the cause was just.







On March 24, the *Boston* saw the coast of Europe at last, and soon they reached their port in France. “The Pleasure resulting from the Sight of Land, Cattle, Houses, &c. after so long and dangerous a voyage is very great,” John Adams observed. He and Johnny had survived storms and seasickness, boredom and battles. They had seen firsthand that war was not all glory and games. They had seen men die and tested their own courage as well.

But the real adventure still lay ahead. Americans would need much help to achieve their freedom, and Johnny and his father were glad to be a part of it.



Dig Deeper

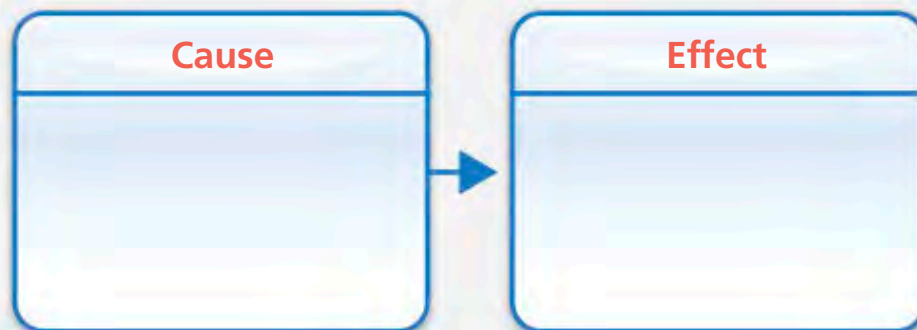
Use Clues to Analyze the Text

Use these pages to learn about Cause and Effect, Visual Elements, and Primary Sources. Then read “Dangerous Crossing” again to apply what you learned.

Cause and Effect

In the historical fiction story “Dangerous Crossing,” some of the events are **causes**. They lead to later events, which are **effects**. These causes and effects contribute to the overall structure of the story. Several causes may contribute to a single effect, or a single cause may have many effects. To identify cause-and-effect relationships, look for signal words and phrases such as *because*, *as a result of*, *due to*, and *consequently*. When there are no signal words, use other text evidence to infer connections between events.

Look back at page 329. In this part of the story, the events that cause John Adams to go to France are explained. What leads to his trip? What do the colonists hope will be the result, or effect, of his visit to France?



Visual Elements

Illustrations are **visual elements** that add meaning to the text of a story. They present readers with concrete images of the characters, settings, and events. Some reinforce important ideas, while others communicate **tone**, or a particular attitude toward the subject. On page 333, for example, the illustration of the sailors working hard to prepare for battle suggests a tone of respect for their courage and skill.



Primary Sources

A **primary source** is an original photograph, quotation, interview, or other piece of information. “Dangerous Crossing” includes direct quotations from John Adams’s diary. By using the quotations, the author makes his interpretation of this historical event believable. Readers know that the story is based on research and facts. As you reread the selection, consider what reading Adams’s own thoughts and observations adds to your appreciation of the story.

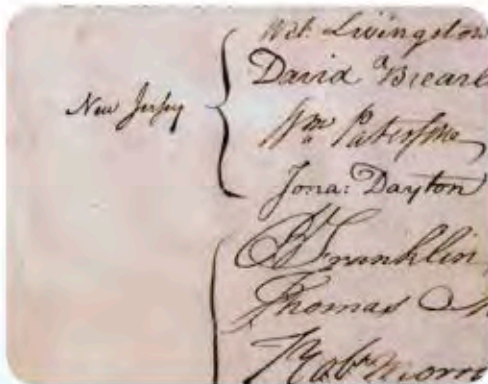


Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *What can individuals do to help shape a new government?* As you discuss your ideas in a small group, pause to ask questions or add to each other's comments.



Classroom Conversation

Continue your discussion of "Dangerous Crossing" by using text evidence to answer these questions:

- 1 What does John Adams's behavior reveal about his character?
- 2 Why is John Adams willing to undertake a dangerous sea voyage to travel to France?
- 3 What new insights about the Revolutionary War did you gain from reading this story?

ANALYZE CHARACTER

Roundtable Discussion What kind of man do you think Johnny will be when he grows up? Will he be similar to or different from his father? Identify details from the text that foreshadow what Johnny will become. Then discuss your conclusions in a small group, citing direct quotations and other text evidence as support.



Performance Task

WRITE ABOUT READING



Response Think about the cause-and-effect relationships that you identified in the story. Write a paragraph explaining which causes and effects help you see how setting, historical context, and character affect the action of the story. Use direct quotations and other specific details from the text to support your ideas.

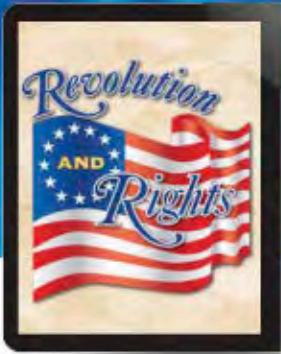


Writing Tip

Choose the best organization for your paragraph. Unify it with a strong topic sentence at the beginning and a restatement of the main idea at the end.

Lesson 11

INFORMATIONAL TEXT



✓ GENRE

Informational text provides facts and details about a certain time period, topic, person, or historical event.

✓ TEXT FOCUS

Political Documents

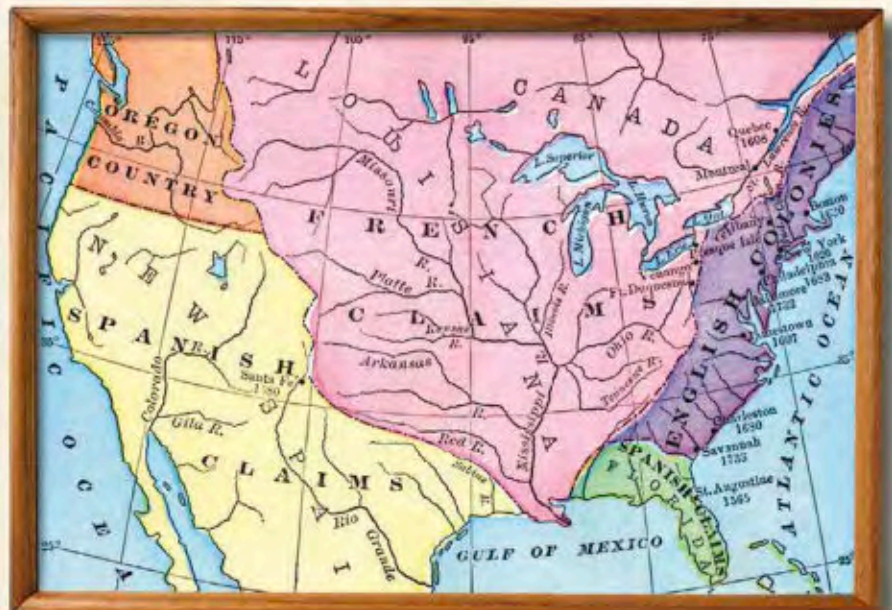
Informational texts about American history may contain images of, or facts about, important political documents such as the Constitution or the Bill of Rights.



by Ann Jackson

Before the American Revolution

In 1754, Great Britain and France went to war over territory that is now the upper Ohio River valley of North America. Both countries claimed the area belonged to them. French and British forces—which included colonists and Iroquois—fought each other for many years. The war finally ended in 1763, with France giving up its land east of the Mississippi River to Britain.





Along with Great Britain's victory came problems. A main one was figuring out how to cover the expense of the war that had been fought against the French. To help pay for it, the British government passed a tax law called the Stamp Act in 1765. This tax charged colonists a fee for special stamps on newspapers, pamphlets, legal documents, cards, and other official papers. In 1767, new taxes on other goods were passed so that Britain could collect more money from the colonists.

The colonists were angry. They did not help to elect the British government; they felt they had no representation and no say in their fate. They thought it was unfair for the British government to make laws for them. Many colonists protested the taxes and refused to buy British goods. In 1773, a group of colonists showed their displeasure by throwing hundreds of chests of tea from a British ship into the Boston Harbor. This event became known as the Boston Tea Party.

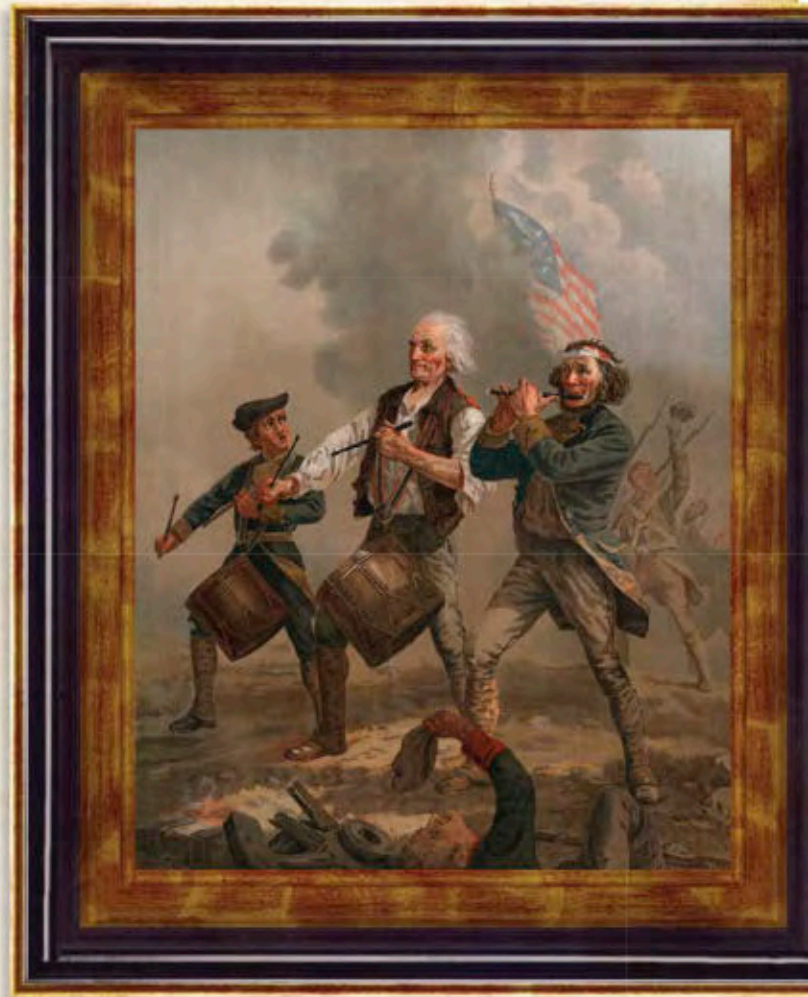
A New Nation

From September to October of 1774, colonial leaders met in Philadelphia, Pennsylvania, in a gathering they called the First Continental Congress. The leaders—which included John Adams, George Washington, and Patrick Henry—discussed how to deal with the British government. Not everyone wanted to risk breaking away from Great Britain. However, Adams and some of the other leaders believed strongly that independence was the only option.

On April 19, 1775, 700 British soldiers marched into Lexington, Massachusetts. They found a group of Minutemen and other armed colonists. A shot was fired during the standoff, and after a brief battle, several colonists lay dead or injured. It was the beginning of the American Revolution.

Leaders met again for the Second Continental Congress in May 1775. They decided to form the Continental Army. John Adams nominated George Washington to lead the army during the rest of the war.

Nearly a year later, in the spring of 1776, the Congress decided the colonies should become free and independent states. Thomas Jefferson, a leader from Virginia, wrote a document explaining why the colonies should be free from Great Britain. That document was the Declaration of Independence. It would be several years before American independence became official. In September of 1783, American and British leaders signed an agreement called the Treaty of Paris. This peace treaty ended the war. It also established the United States of America as a free and independent nation.



A New Government

The young nation of the United States needed a new national government. The first attempt by members of the Continental Congress was to draft a document called the Articles of Confederation. However, leaders were afraid of creating another powerful government that could take away people's rights and set laws people did not want. As a result, the Articles were weak. A new plan for the government was needed.

In May of 1787, leaders met again in Philadelphia in what is known today as the Constitutional Convention. On September 17, 1787, leaders signed the United States Constitution. However, it could not become official law until at least nine of the thirteen states ratified, or approved, it.

The Constitution stated that the people ruled the government. It formed three separate branches—executive, legislative, and judicial—with different powers that balance one another. However, it included few individual rights. After the treatment of the British government, some leaders, called Anti-Federalists, worried that the Constitution did not protect individual rights enough. Federalists, those in favor of the Constitution, worried they wouldn't have the votes needed to ratify the new law. Federalists agreed to add changes called amendments to the Constitution that would protect individual rights. Doing so changed the minds of enough Anti-Federalists that, in 1788, the Constitution was ratified.



Events Before and After the American Revolution

1760

1763 French and Indian War ends

1765

1765 British government passes Stamp Act to raise money to pay for war

1770

1773 Colonists protest new taxes by throwing tea into the harbor

1775 American Revolution begins

1775

1776 American leaders declare independence

1780

1783 American Revolution ends

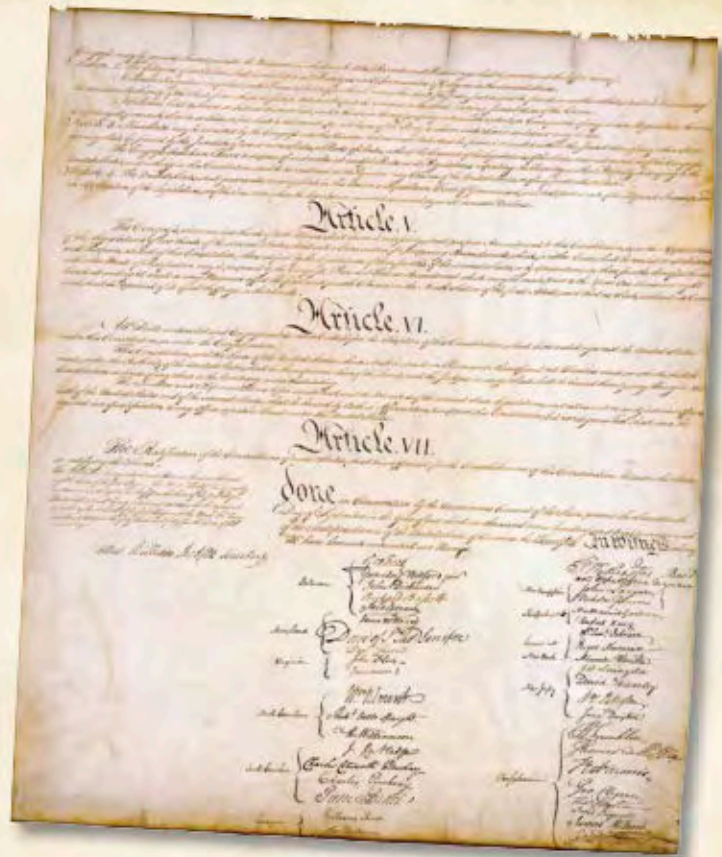
1785

1787 Leaders sign the United States Constitution

1788 States ratify the United States Constitution

1790

1791 Bill of Rights added to the United States Constitution



The first ten amendments added to the Constitution in 1791 became known as the Bill of Rights. These rights are freedoms guaranteed to the people of the United States. They include the freedoms of religion, speech, and the press; the right to own and bear arms; and protection from unfair searches. They also give power to the states or the people in cases where the federal government does not have power.

Additional amendments have been made since the original Constitution and Bill of Rights were created. Adding an amendment is a big decision. It requires a lot of discussion and thought, and it must be approved by a majority of states during a national vote. The purpose of these individual rights is to make our country stronger and better for the people who call it home.



Compare Texts

TEXT TO TEXT

Analyze Texts About Early American Politics With a partner, discuss these questions about “Dangerous Crossing” and “Revolution and Rights.” Then record your answers and share them with the class. *How does the information about John Adams in “Revolution and Rights” add to your understanding of his character and political skills? What do both selections help you understand about why the U.S. government and the Bill of Rights were created?*



TEXT TO SELF

Write a Review Imagine you are a writer for a literary magazine. Write a brief review of “Dangerous Crossing.” Use details about the story’s conflicts and exciting events to persuade your audience to read the story. Explain how the Revolutionary War setting adds drama, affects the characters, and shapes the story’s theme.



TEXT TO WORLD

Make Connections Using the two selections in Lesson 11, work with a partner to create a timeline of the important events from 1778 (the date of John Adams’s trip to France) to 1791, when the Bill of Rights was added to the Constitution.

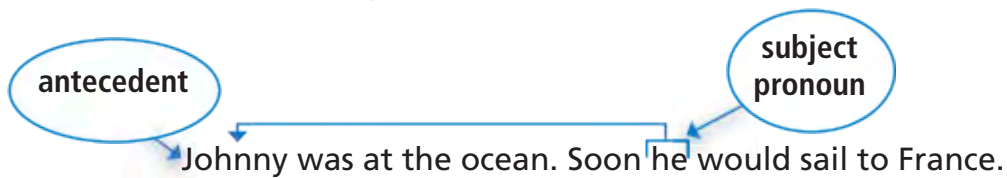


Grammar

Kinds of Pronouns A **pronoun** is a word that takes the place of a noun. A **subject pronoun** takes the place of a noun used as the subject of a sentence. An **object pronoun** takes the place of a noun used after an action verb or after a word such as *to*, *for*, *with*, *in*, or *out*.

Subject Pronouns		Object Pronouns	
I	we	me	us
you	you	you	you
she, he, it	they	her, him, it	them

The **antecedent** of a pronoun is the noun or nouns that the pronoun replaces. A pronoun must agree with its antecedent in number and gender.



Try This!

Work with a partner. Find the pronouns in these sentences. Tell whether they are subject pronouns or object pronouns. Then name their antecedents.

- 1 Three boats approached. They were British frigates.
- 2 One boat gave chase. The sailors watched it carefully.
- 3 Johnny remembered a battle. He and his mother had seen it.
- 4 Johnny's mother was at home. Johnny would not see her for a long time.
- 5 Johnny's father would speak with French leaders. He represented the American colonies.

To avoid repeating the same noun too often in your writing, you can replace that noun with a pronoun. Do this with care! It is easy to repeat the same pronoun too many times, too. Be certain that your reader knows to which noun a pronoun refers. Remember that the pronoun must agree with its antecedent in number and gender.



Noun Repetition

Travelers in the eighteenth century had to go by ship across an ocean full of danger. Travelers suffered many hardships. Travelers had no contact with those at home. Travelers had no fresh food. Travelers on today's ocean liners, though, cruise in luxury.

Improved with Pronouns

Travelers in the eighteenth century had to go by ship across an ocean full of danger. They suffered many hardships. They had no contact with those at home, and no fresh food. Travelers on today's ocean liners, though, cruise in luxury.

Connect Grammar to Writing

As you revise your opinion essay, look for nouns that are used too many times. Replace an overused noun with a pronoun. Make sure that it is clear to which noun the pronoun refers.

Opinion Writing

✓ Elaboration In an **opinion essay**, you present your position on a topic. To make your writing strong and convincing, include reasons that explain and support your feelings about the topic. As you write, think about your audience, or who will be reading your essay.

Sonya wrote an opinion essay explaining why she thinks team sports build leadership skills. Later, she revised her draft by adding precise verbs and vivid adjectives to make her voice stronger and her opinion more clear. She also added questions to engage her audience.

Use the Writing Checklist below as you revise your writing.

Revised Draft

Do you ^{daydream} ~~dream~~ about one day being
 a great leader like John Adams was
 a ~~President?~~ Do you wonder how you
 can develop ^{the skills you would need} leadership? ~~One way to~~
 start is by playing a team sport. ^{An excellent}

~~Why?~~
~~There are several reasons for this.~~

Writing Checklist

✓ Elaboration
 Did I use words that engage the audience?

✓ Evidence
 Did I include reasons that support my opinions?

✓ Purpose
 Did I state my opinion clearly?

✓ Organization
 Did I group reasons and evidence logically?

✓ Conventions
 Did I use transitions and clauses to link ideas?
 Did I use correct spelling, grammar, and punctuation?

Why Kids Should Play a Team Sport

by Sonya Sanchez

Do you daydream about one day being a great leader like John Adams was? Do you wonder how you can develop the leadership skills you would need? An excellent way to start is by playing a team sport. Why? It is the perfect way to learn about leadership, collaboration, and the rewards that can come from hard work.

First, you'll discover your own strengths and how best to use them. You will also discover how to identify your weaknesses and ask for help from others. That is important knowledge for any leader to have. Second, you'll learn to play by the rules. Government leaders are experts at playing by the rules. They have to follow all the laws and procedures that apply to their work. Finally, when you play on a team, you'll learn how to help others and rely on them for help in return.

It takes a whole basketball team to win a game. Likewise, it takes cooperation and teamwork to run a government successfully. If you are a fifth grader with your eye on the White House, choose a sport you like and join a team now.

Reading as a Writer

Which words did Sonya add to make her voice stronger and her opinion more clear? What words could you add or delete to make your own voice stronger?

In my final paper, I added words to make my voice stronger and my opinion more convincing. I also used pronouns correctly and engaged my audience with questions.

